For Those Concerned With Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practice

1953-54: Learning At Its Best

Childhood Education

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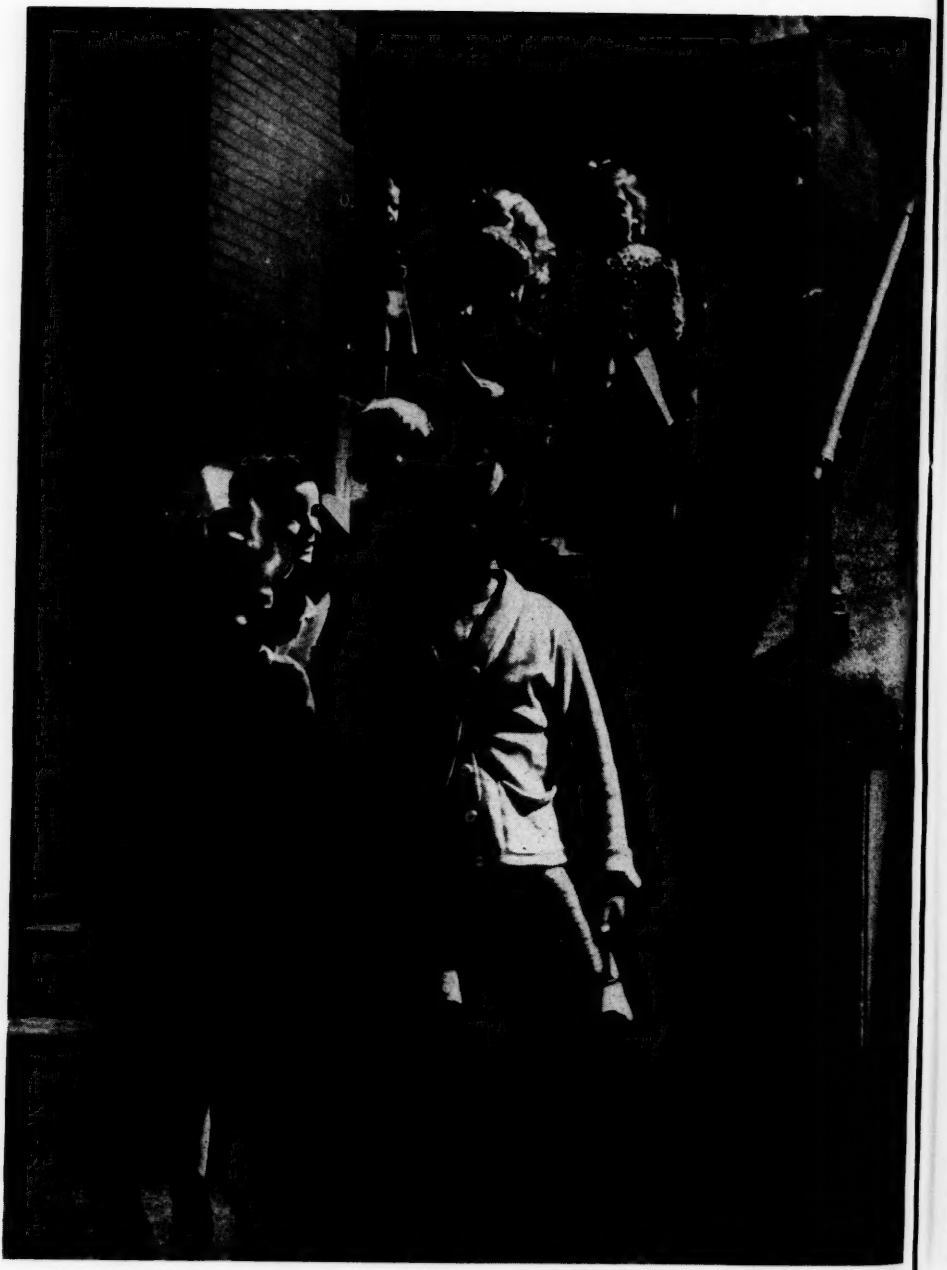

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School buildings are the stage settings of a good curriculum.

Setting the Stage

IN THE UNITED STATES AN OVERDUE school building program is now in the making. Answering the needs of the "tidal wave of children" for more classroom space, citizens in thousands of school districts recently voted bonds to provide it. Consequently, architects have been working overtime, contracts are in process, and during the next few years millions of dollars will be expended to provide new school buildings for America's children. Perhaps there never was a time so appropriate for teachers to take a long, hard look at what they know about school housing in terms of what they know about children.

Thanks to research in child development during the past two decades, teachers know a great deal about children. In fact, they know more than they tell. And this is the pity! Architects, now busy drawing school plans, will listen to what teachers say; indeed, they solicit help. Contractors are interested in "giving the people what they want," and most citizens request buildings which will take care of their children, and glorify their town. These lay helpers can achieve their goals if the professional educators will speak up now for school buildings to meet what they know are the needs of children.

Many teachers have taken steps already toward such cooperative planning of school buildings. For example, twenty Florida classroom teachers began meeting on December 4, as the first of four weekends during the school year, to discuss what teachers think about children and school buildings. This is part of the annual leadership conferences at the University of Florida. With assistance of principals, supervisors, and resource specialists from the University's School of Architecture, this group hopes to develop a guide designed to show what they think are good buildings for children and young people.

School buildings are the stage settings of a good curriculum. Indeed, they do more—they control the actors. Teachers find it difficult to meet the physical needs of young children when toilets are in a basement two halls away from the first-grade room. Group planning and action are hampered when 45 children occupy space planned for 30. Leisurely reading in a school library is impossible when you encounter your neighbor's elbow with the slightest move. Long narrow halls with door after door opening on them mean noise and confusion or repression and furtive movements. The one-story buildings which have each classroom opening on to patios, gardens, playgrounds, or porches (characteristic of many new schools) mean that each classroom makes its own noise. The school building itself protects from the confusion and noise of others.

SCHOOL HOUSING THUS INTERPRETS THE curriculum. Indeed, it does more. It can circumscribe a program for children or it can give them freedom to achieve their own good purposes. Someone has said that "a school building reflects what the people in a community think about education." That statement could not be truer, unless it included the following—"and what educators think about children in relation to the stage set for their learning."—KATE V. WOFFORD, *head, Department of Elementary Education, University of Florida, Gainesville.*

By HELEN K. MACKINTOSH

Schools *for Growing Children*

Making plans for a new building? Then don't overlook the major considerations given in this article based on what we know about growing children and the kind of program in which they learn best. Helen Mackintosh has visited in schools and watched children at work in many programs in her work as associate chief, Elementary Schools Section, Office of Education, Department of Health, Education and Welfare, Washington, D. C.

IF GIRLS AND BOYS THEMSELVES HAD A voice in deciding what their classrooms would be like, the learning laboratories where children and teachers work together might be quite different than they now are. So might the buildings and the whole school plant take on a different character.

When the average individual reads the words "school building" in a newspaper, hears these same words over the radio, sees and listens to a discussion by television or movie, of the current shortages in buildings and classrooms, a certain image comes to his mind. It is of a room usually square or oblong, with windows along one side (too high for children to see out), rows of desks probably still fastened to the floor, or possibly with chairs and tables, and a large desk placed so conspicuously that it must be for the teacher.

If those who work for and with children could scrap traditional ideas of what a building and a classroom should be like, they would start fresh, unencumbered by the past. They would get their clues from children themselves. They would take into account the characteristics of children of various ages and would plan an environment that would meet all of the needs of children throughout the hours of the day that they spend in school.

Active Children Need Space

First of all, children are active. A school environment that provides only for sitting at desks or tables does not consider children as they really are. Rooms should be large enough to provide at the minimum 40 square feet per child in the kindergarten, primary, and intermediate rooms. The recommended maximum per group in the kindergarten is 20 children, and in the primary and intermediate grades, 25 children per room.[1] The playground, too, must provide 75-100 square feet of space for young children and older children alike. In newer buildings the individual entrance for each room directly from the playground, as well as from the front or side of the building, in effect increases the amount of space children can use for recreation. Movable walls for classrooms can help to convert corridors or other parts of the building into added space for certain periods of the day. A classroom in and of itself is seldom sufficient room for all the activities of the school day. The library, the multi-purpose room, and certain spe-

[1] Association for Childhood Education International. 1953-55 Plan of Action for Children.

cial rooms provide added space for individual or group activities.

A Variety of Individual Needs

Increasingly, as parents, teachers-to-be, and other visitors spend time in elementary classrooms, they discover that only a few of the activities of the school day, such as singing, sharing through poetry or story telling, reporting to the whole group the results of study, and planning and evaluating the school day call for working together of the whole group. Young children as individuals may be painting, working with clay, building with blocks, carrying on dramatic play in a store or in a playhouse, observing and caring for pets, examining books, and other similar activities. Sometimes several individual children may participate at the same time or as a small group in these activities. In small groups, too, they will be learning to read, to write, to spell at the same time that some children are working as individuals.

Older children, as well, will be working both as individuals and in groups. They need space, equipment, and materials for constructing working models, experimenting in science, painting, viewing pictures of various types, using audio aids such as radio, TV, a record player and a wire or tape recorder, using books, maps, charts, and other sources of information, dramatizing, preparing simple foods, using a typewriter to encourage written expression, and many similar activities.

Learning experiences such as those described call for facilities that are built into the classroom or the building. Any activity, such as planning and evaluating, calls for blackboard space. Increasingly this is kept at a minimum and is often convertible at the turn of a screw to tackboard space as it may be required, or to an easel, by reversing the blackboard or chalkboard as it is now frequently called. Painting is not dependent upon the above type of easel or one that occupies space in competition with seats. The floor may be so treated that with a little care in putting down papers to absorb that drop-of-paint-which-can't-be-accounted for, it may be used as working space for producing large murals. Or linoleum wallboard four to five feet wide and five to six feet high may provide space for art work. Bookcases, although not built in, are on rollers and can be moved to any part of the room and used in various combinations to meet the particular need of any group of children. The fold-down shelf or work table for exhibits or for working with materials can be planned for. Electrical outlets for audio-visual aids, for connecting a hot plate, for the electrical clock, and for the loud speaker need to be provided in the building plans. Running water and a sink are helpful additions to any classroom. Built-in storage space, whether of the fixed or the movable type, is important too.

Equipment that is portable or movable can be shared by groups of children. The activities listed for both young children and older ones suggest as valuable aids to instruction a science cart, a portable folding theater, a fold-up playhouse, a portable workbench, portable kitchen, a portable cart of art materials, a portable screen and cart for moving the picture projector, a typewriter, aquarium, terrarium, pet cages, blocks. These and other comparable items are needed in a school program that is designed to meet the needs of children. When they develop as individuals and as members of the group, children acquire an increasing number of interests that call for many outlets through the educational program. For this reason there

must be a wealth of resources that the teacher can use.

Safe, Clean, Healthful

Children spend five to six hours a day at school which represents a relatively large amount of their waking time during the school year. Therefore, it is important that buildings and classrooms be safe in the broad sense of the word. They need to be safe from fire—fireproof in construction. Because of danger from fire and other good reasons, newer buildings are on one floor and provide an exit directly from the classroom.

In ever-increasing numbers each classroom has its own drinking fountain, especially in the primary school years. Especially in grades 1-3, occasionally in grades 5-6, modern architects are providing toilet facilities directly connected with the classroom. Other toilet facilities are placed near exits to playgrounds or near the cafeteria or lunchroom. Some schools located in less-privileged areas provide shower or tub facilities for bathing when children do not have these services in their own homes.

Floors need to be of such construction that children can sit on them, rest on them, work on them without soiling their clothes or without feeling cold.

New buildings and classrooms give special attention to the conservation of sight. Because children are no longer sitting in straight rows in classrooms, with light coming over the left shoulder, every part of the room should be equally well lighted. The use of clerestory lighting for the inner half of the room, fluorescent lighting, and the frequent use of glass blocks for the complete outside wall of the room except for the first 24 to 32 inches, makes a great deal of difference to the child who is doing close work with books. Furthermore, such a room plan allows the child to look out the window. For some children this opportunity may be as important as the use of a book. Too, the use of pastel colors for walls and woodwork not only adds to the aesthetic satisfaction of those who make the classroom their home for five or six hours a day, but it also contributes to a better-lighted room. There are technical measures which can be used to determine whether or not lighting of any given room is satisfactory.

From the standpoint of good working conditions, classrooms should be so located in the building that there is a minimum of noise. The most common practice is that of making ceilings sound absorbent.

Equally important to the health of children is an adequate heating and ventilating system. Such a system needs to provide for eliminating odors, for keeping dust at a minimum (this problem is closely related to methods used for keeping the building and the classroom clean), and provision for the circulation of air.

For checking children's physical health, a room for use of the nurse, doctor, and dentist, with the proper equipment and supplies, is necessary. Such a room is frequently connected with another where those children who require rest at specified periods of the day, or who need to be isolated when they become ill at school, can be cared for.

Just as essential as these provisions for safe and healthful living is a lunchroom or cafeteria, or an arrangement for bringing food by means of a rolling kitchen, to each individual classroom. Such food needs to be prepared and served in clean surroundings. Too, it must provide balance in terms of the child's total daily food requirements. The meal at school, whether it be breakfast for children who come long distances by bus, or a mid-morning lunch for chil-

dren in neighborhood schools, or a noonday meal is often the best meal of the day for the school child. Such a meal should be something more than school feeding. It should be the basis for helping the child to understand what good nutrition is, and how food can help him to keep healthy.

Discussed in this article are three basic needs of children, closely related to the school program, and in this case, particularly important to the school environment. Not every school can incorporate either in its new buildings or in the remodeling of the old buildings all of the desirable features listed here. Within the framework of their resources, teachers of children of elementary-school age have a real responsibility in helping the architect and the committee that is set up for the purchase of equipment and supplies, to make decisions on the basis of what is good for children. The need for movement and activity, the need for many and varied materials to meet individual differences, and for a safe and healthful school environment exist for every child in every school community in the United States.[2, 3, 4]

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[2] Wilson, Russell E. **Flexible Classrooms.** Practical Ideas for Modern Schoolrooms. Detroit: The Carter Co., 51 W. Hancock, March 1953. Pp. 64. $3.75.

[3] Englehardt, N.L. and Englehardt, N.L., Jr., and Leggett, Stenton. **Planning Elementary School Buildings.** New York: F. W. Dodge Corp., 1953. Pp. 268. $12.75.

[4] Office of Education of the U.S. Dept. of Health, Education and Welfare. ***Designing Elementary Classrooms.*** Special Publication No. 1. Washington, D.C.: Government Printing Office, 1953. Pp. 55. 35c.

DE-VEL-OP-MENT

If Johnny's six and can't keep still.
Makes faces, jiggles, gasps, and screams.
Sees bears and lions in his dreams.
Just spare the rod and don't lament:
It's part of his de-vel-op-ment.

If seven, he may "tote a gun."
Do magic, swim, collect, and swap.
Confide in none but his dear "Pop."
Let not this your concern augment;
It's part of his de-vel-op-ment.

If eight, he'll boast and tell tall tales,
Tease others, fight, and "scrap around,"
Be "all mixed up," and yet profound,
Let not these trials you dement;
It's part of his de-vel-op-ment.

But if he's nine he's "on his own,"
Dependable, patient, devoted, true,
Though he'll forget some things to do,
Remember he's not "heaven-sent;"
It's part of his de-vel-op-ment.

If YOU a parent or teacher are,
Provide a climate where children grow.
Re-view your standards, be "in-the-know,"
EACH child should plan and make comment:
It's part of his de-vel-op-ment.

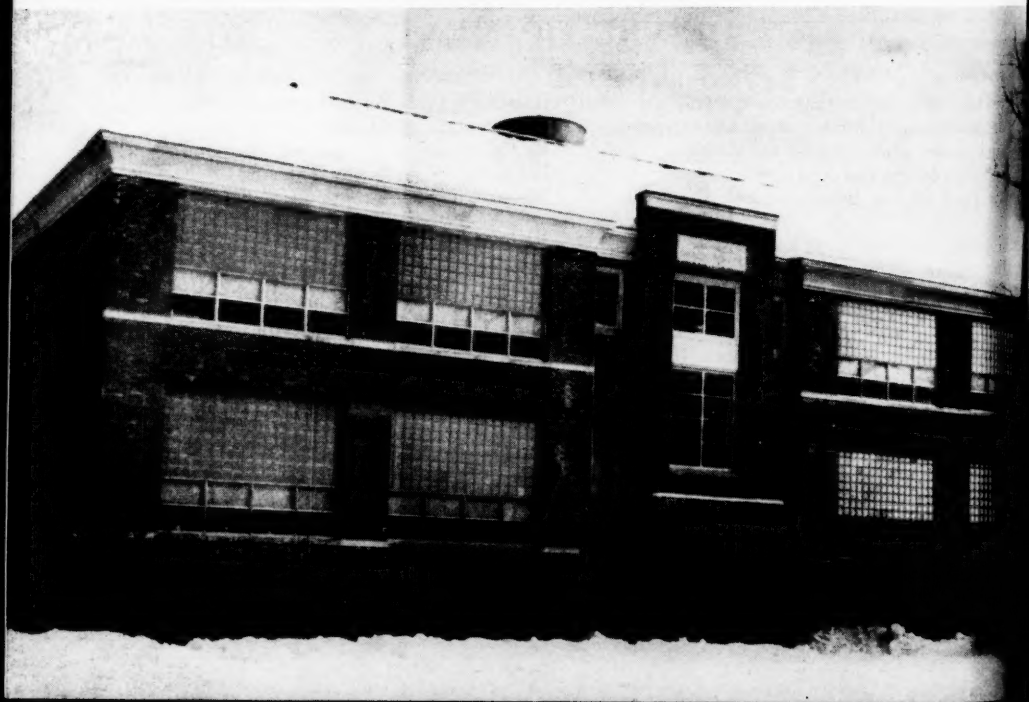
—*By* MARY ANN LOBODA

What Can Be Done About Old Buildings?

"School buildings are the stage settings of a good curriculum . . . they control the actors on it." Buildings built at the turn of the century set a different stage than we would have today. Our concepts of how children learn, increased knowledge about lighting, and the need for more space have sparked some creative remodeling of old buildings. A number of schools responded to our request for pictures which would show how better programs for children were facilitated.

Waupaca, Wisconsin, Public Schools have done some exterior remodeling which provides better window lighting and a modernized appearance. Bell tower and gables have been eliminated.

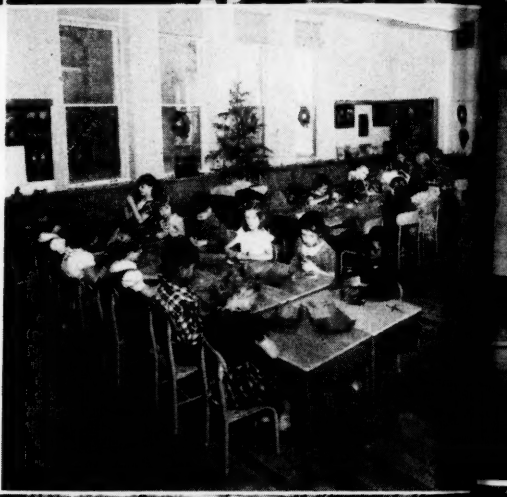
Fonstad Studio, Waupaca, Wisc.



In rural schools of Lantzville, Westbridge, and Benvoulin, British Columbia, Canada, children helped improve their environment by making furniture for library area, and painting walls and chairs.

National Film Board Photographs

Upper left: **An old classroom.** ***Upper right and center:*** **Two modernized classrooms showing improved lighting, pastel-colored walls, blond movable furniture.**



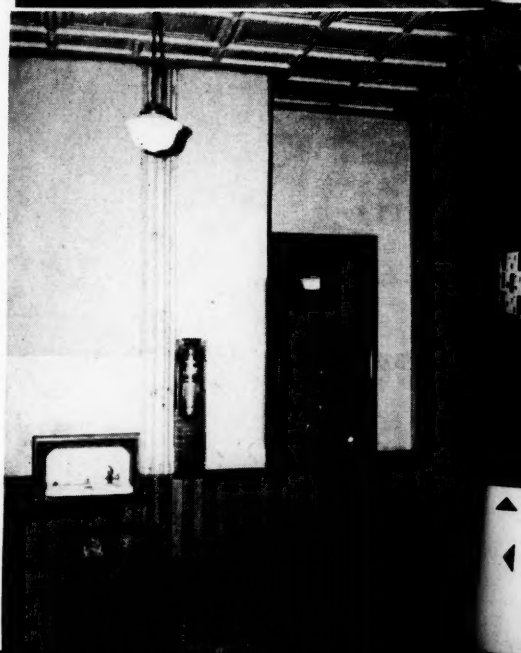
Columbus, Ohio, Modernization Program

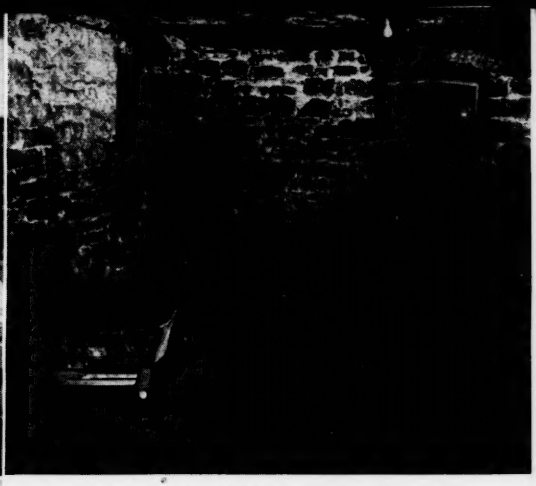
THE GENERAL POLICY OF THE COLUMBUS Board of Education is to utilize available funds for modernizing school interiors rather than exteriors. Modernizing programs emphasize the close relationship between the child and his classroom.

The modernization program attempts to utilize all extra or waste space within a school building. For example, extra large or unused coat rooms have been changed into health rooms (clinics or nurse's rooms) or into additional toilet rooms. Extra hall space in some schools has been converted into libraries.

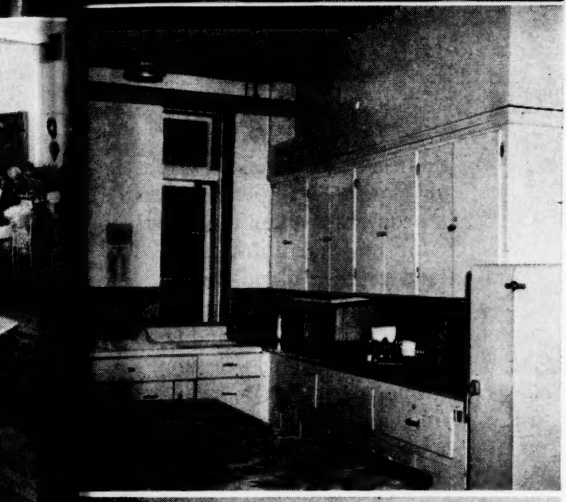
The old buildings have from eight to eleven cast iron coal furnaces to heat air for room circulation. New furnaces and boilers are installed in the modernized buildings and fewer furnaces are needed. Consequently, the furnaces, boilers, and fuel are concentrated in a small area of the basement. The rest of the basement is released for other uses.

The newest devices are installed to





Upper right: **Old coal bin space has been transformed into a classroom (upper left) and a kitchen (center).**



▲ **Hall redone—lower ceilings, bulletin boards, bright paint.**

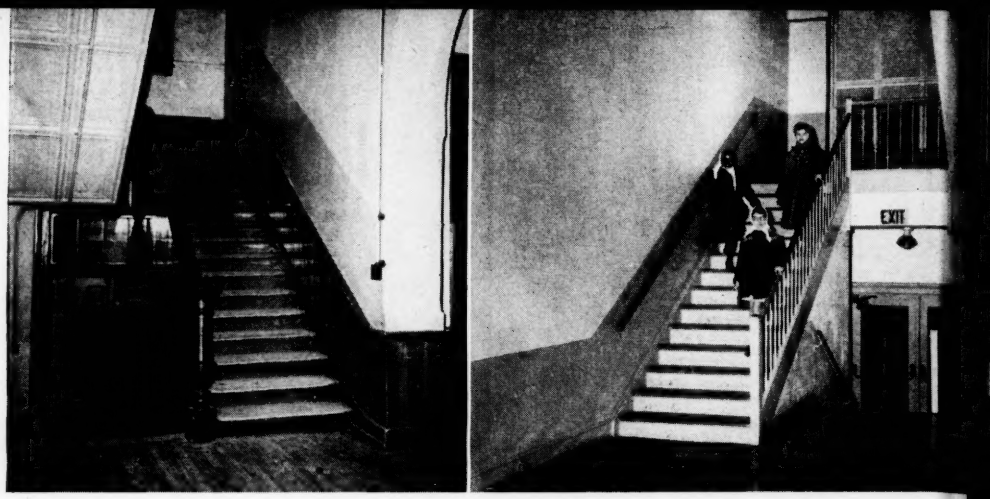
◀ **Old hall—high ceiling, exposed piping.**

control room temperatures scientifically. Classroom air is filtered. Humidastats control the moisture content in the air.

In some schools suspended ceilings of metal lath and plaster are constructed in hallways to conceal the impractical and ugly high ceilings. Classroom ceilings cannot be made lower because of the prohibitive cost. Sometimes the heads of the old classroom windows are too high to permit the use of a suspended ceiling. A ceiling of fluorescent lights at a low ceiling level is used to overcome the high classroom ceilings and provides lighting that is far superior to the old type.

Cupboards, shelves, and storage rooms are built wherever possible in modernizing a school. For example, bookcases are built on classroom walls, cupboards are built in extra coatroom space, and shelves are constructed over coat hooks.

Toilet facilities and drinking fountains are also modernized. In many instances it is not practical or economical to change the original plumbing which is still in excellent condition. However, in many schools new drinking fountains replace the old, and hot running water is



Before and after pictures of stairs show fire and safety features.

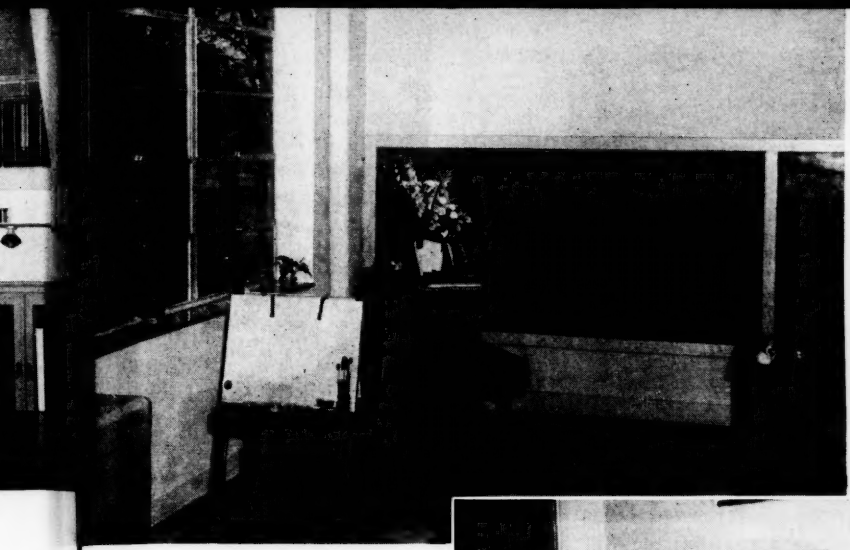
piped to the lavatories in the toilet rooms. In most modernized schools the number of lavatories in the toilet rooms is increased. Wherever possible and economical lavatories with cold water only are installed in the classrooms. These are used for general purposes in the various classroom activities.

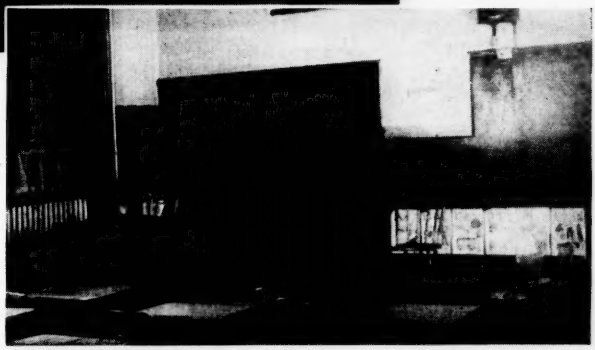
The paint used in old classrooms is carefully chosen. Colors are chosen according to the room's geographical exposure. Therefore, all rooms and hallways are not painted the same color. Painted walls are interesting and pleasing to the eye as well as conducive to good lighting.

New classroom furniture is light in color and movable to permit flexible classroom programs. When funds are not available for new furniture, the old is repaired and given a blond finish.

The modernization program provides an attractive environment conducive to the best kind of learning program. At the same time, the program rejuvenates old buildings and makes them healthful, fireproof, and safe for another generation of children.

Before and after cloakrooms with increased storage space.





A cheerful, adequately lighted classroom (above) can result when attention is given to gloomy walls, wainscoting, and furniture (right).

An excess entry way to building (right) is converted into health room (below).

Portage, Wisc., Public Schools

By NEITH HEADLEY

Good Education for Five-Year-Olds!

What is it?—When Neith Headley, assistant professor in the Institute of Child Welfare at the University of Minnesota, was ACEI vice-president representing kindergarten, the kindergarten committee undertook to assemble a body of opinion relative to the problem. Here is an account of the project and the consensus of the group concerning some factors involved in providing good educational opportunities for five-year-olds.

"THE NEED FOR RESEARCH . . . IS ESpecially acute at the kindergarten level. If we could by some magic tap the wisdom that kindergarten teachers have acquired through long actual experience with chidlren, we would have a fund of information surpassing anything offered by formal research."[1] This statement by Dr. Arthur Jersild sparked the project on which the following consensus is based.

An ACEI kindergarten committee formulated 489 statements dealing with 99 factors involved in the education of five-year-olds. Kindergarten teachers were asked to react to each statement by indicating whether they felt the policy, procedure, or practice to be desirable (D), acceptable (A), or undesirable (U). Geographically 38 states, 2 Canadian provinces, and the Territory of Hawaii were represented in the checked forms which were returned.

Of the 180 kindergarten teachers who cooperated in establishing this consensus, 91 percent had five or more years of teaching experience. The majority of the group was currently working with five-year-olds, but many of the individuals had had experience in the areas of nursery school, pre-primary, first, second, third, and fourth grade teaching—a few had been or were at the present time doing college teaching or otherwise working with adults in the field of education. Ninety percent of the teachers had completed four or more years of study beyond their high school course. Ninety-six percent had taken recent courses at colleges or universities. Sixty-two different universities or colleges were listed as institutions at which courses had been taken.

It would seem, would it not, that the thinking of this group represents a substantially sound "fund of information" concerning kindergarten education!

As a group of people representing the practical interests of education, we set forth our information trusting that it may give assurance and support to those who are planning for or working with five-year-olds in our schools. We are aware of the fact that many of our postulates have not been substantiated by research but it is our hope that this material will stimulate others to test the postulates so that there will be a growing body of scientific data in support of policies, practices, and procedures which have to do with the education of five-year-olds.

The 20 factors selected for presentation in the following portion of this article have been chosen for a variety of reasons; namely, the thinking in regard to the factors—(a) may have a bearing on currently controversial policies, (b) may show changing trends in practices

[1] Jersild and Associates, **Child Development and the Curriculum.** New York: Bureau of Publications, Teachers College, Columbia University, 1946.

and procedures, or (c) may point up problems hitherto overlooked.

You will recall that reactions to the policy, practices, or procedure were checked as desirable (D), acceptable (A), or undesirable (U). In reporting the trends of thinking we have assumed that both D and A indicated an acceptance of the ideas set forth as being desirable and we have reported the acceptance of the idea in terms of percentage. In order that there might be some indication of the *degree* of acceptance, we have used the form D to A, following a percentage, to indicate a distinctly desirable rather than a merely just acceptable idea—and conversely the form A to D to indicate that the idea seemed entirely acceptable but not necessarily distinctly desirable. Thus, 90 percent D to A would tell us that of the 90 percent accepting the statement more of the individuals felt the idea presented to be distinctly desirable than felt it to be merely acceptable.

Here then is the thinking or the "wisdom" of the group concerning some of many factors involved in providing good educational opportunities for the fives.

Admittance Date. It would be desirable that the child entering kindergarten in the fall should be five years old on or before the first of October.

September 1—94% D-A
October 1—96% A-D
November 1—76% A-D
December 1—47% A-D
January 1—20% A-D

What do the percentages as presented above actually tell us? The first percentage tells us that if a situation existed in which fall kindergarten entrants were required to be five before the first of September 94 percent of the group would feel the policy to be better than merely acceptable. The second percentage tells us that 96 percent of the group feel that the October first date is acceptable. Dropping down to the last percentage we see that if a situation existed in which the children could enter kindergarten in the fall even though they would not be five until the first of January only 20 percent of the group would feel the policy to be acceptable. In other words, 80 percent of the group would feel the policy to be distinctly undesirable.

Previous School Experience. It would be desirable for children to have a year of experience in a four-year-old group before entering kindergarten.

Exp. in a 2 yr. old peer group—34% A-D.
Exp. in a 3 yr. old peer group—60% A-D.
Exp. in a 4 yr. old peer group—89% A-D.

Number of Children Enrolled in a Single Kindergarten Session. Twenty-five children enrolled, with 20 to 24 in attendance, would seem to be a reasonable and acceptable group for a single kindergarten session.

15 children enrolled—89% A-D.
25 children enrolled—98% D-A.
35 children enrolled—33% A-D.
45 children enrolled—100% U

Length of Day. A two-hour day seems too brief for a kindergarten session, a two- and one-half to a three-hour day seems more desirable. The full-day kindergarten session with luncheon and rest provided at school is being recognized as a possible program for five-year-olds.

2 hour session—70% A-D
2½ hour session—94% D-A
3 hour session—78% A-D
Full day session—49% A-D

Number of Adults with a Kindergarten Group. It would be desirable to have a teacher and an assistant working with a group of twenty-five five-year-olds.

1 teacher only 86% A-D
1 teacher and assistant 95% D-A
1 teacher and 2 student teachers 82% A-D
1 teacher and 1 mother volunteer 38% A-D

Supervision. If the size of the school system warrants it, it would be desirable that there should be a special supervisor or consultant for the nursery-kindergarten-primary education unit.

Special kindergarten supervisor 91% D-A
Kgn.-Primary supervisor 100% A-D
N. school—Kgn.—Primary sup. 97% D-A
Elem. school supervisor only 45% A-D

Getting Acquainted with the Kindergarten. It is desirable that children entering kinder-

garten without nursery school experience should visit the kindergarten before the date of entrance as individual observers accompanied by their mothers.

Indiv. guests of kgn. children	75%	D-A
Individual observes with mothers	90%	D-A
Group entertained by kgn.	62%	A-D

First Parent Meeting. It is desirable that the parents of entering children should meet with the kindergarten teacher, the school principal, and the school nurse in the spring of the year before the fall entrance.

Spring meeting	95%	D-A
First week of school	87%	A-D
First month of school	94%	A-D
No meeting	98%	U

Duration of First Kindergarten Day. It is desirable that the first day's attendance in the kindergarten should be limited to one-third to one-half of the total group.

Total group in attendance	35%	A-D
One-third in attendance	80%	A-D
One-half in attendance	81%	A-D

Mother's Presence in the Kindergarten on the First Day. Unless the child appears unduly insecure it is desirable that the mother not remain with the child on the first day of kindergarten.

Mother remains in the kgn.	28%	A-D
Mother does not remain in kgn.	86%	D-A
Tarries with unduly insecure ch.	94%	D-A

Petty Cash Fund. It would be desirable that an annual petty cash fund of approximately fifteen dollars should be available for the teacher's use.

No petty cash fund	99%	U
Cash fund of $10	95%	D-A
Cash fund of over $10	100%	D

From an earlier part of this same study it became apparent that kindergarten teachers annually spend from 0—$50 of their own money for materials and supplies used in connection with the program. The average amount spent is $15.25.

Kindergarten Floors. The floor area in the kindergarten should be washed at least once a week.

Area washed daily	79%	D-A
Area washed weekly	97%	D-A
Area washed monthly	40%	A-D
Area washed never	99%	U

Size of a Kindergarten Room. A main room measuring approximately 40 x 50 feet affords reasonably acceptable floor space for a group of twenty-five five-year-olds.

Room size—30′ x 30′	22%	A-D
Room size—30′ x 40′	40%	A-D
Room size—40′ x 40′	70%	A-D
Room size—40′ x 50′	82%	A-D
Room size—50′ x 50′	75%	A-D

Inside Free Play Area. It is desirable that the inside free play activities be carried on within the kindergarten room.

Free play in gymnasium	42%	A-D
Free play in sp. activity room	84%	A-D
Free play in kgn. room	95%	D-A

The Work Period. It is desirable that the work period should be problem solving in nature and that its activities should be sometimes semi-directed and at other times directed.

Activities always directed	11%	A-D
Always semi-directed	38%	A-D
Semi-directed and directed	92%	A-D
Never directed	8%	A-D
Problem solving in nature	97%	D-A

Child's Ability to Write His Own Name. It is of no great importance that the five-year-old child can or cannot write his own name. His signature is acceptable if he sets it down either in capital or in lower case letters.

Child cannot write his name	47%	A-D
Name set down in capital letters	67%	A-D
Name in caps and lower case	80%	D-A
Name in script	16%	A-D

Readiness Tests. It is desirable that a general abilities test be given to all children enrolled in the kindergarten.

Reading readiness test	60%	A-D
Arithmetic readiness test	37%	A-D
Speech test	52%	A-D
General abilities	84%	D-A

Reports to Parents. The conference method seems to be unquestionably the best method to employ in reporting the five-year-old's progress to his parents.

Conference report	100%	D-A
Written paragraph report	90%	A-D
Written numerical ratings	2%	A
Written letter ratings	6%	A-D
Check list report	35%	A-D

By ELIZABETH LYNCH and CONSTANCE CARR

IN ON THE GROUND WORK

The Landover Hills School Project

A thrilling story of making use of resources is found in Landover Hills, Maryland, just across the line from the District of Columbia. The school is a part of the Prince Georges County System.

THE SCHOOL SITE INCLUDED FIFTEEN acres! But a large portion of it looked useless until the problem was tackled by real community effort of children, teachers, parents, and other community members.

As the area of new homes in Landover Hills, Maryland, was being developed, the builder set aside fifteen acres for the site of the school. The first part of the building was completed in 1948 with the second wing completed in 1951. With construction on the school finished, the principal, teachers, and children began to think toward landscaping the grounds and making best use of the whole area. The playground had been cleared and the front lawn of the school sodded. But there were one or two distressing problems left—no provision for use of the bulk of the land, and a hill which was eroding so badly that professional help was needed.

Elizabeth Lynch, the principal, was very aware of the problems and the possibilities. Then one day in October 1951 the answer came walking in and she recognized it.

Charles Brewer, of the Department of State Forests and Parks of Maryland, came to the school and asked to show a film on conservation to the children. As the children watched the picture and joined in the discussion of it afterwards, Miss Lynch realized that, although good, it was still a vicarious experience. These were urban children who needed the experiences of real trees and woodland life. *And there were acres of it right behind the school.*

After the film had been shown, Miss Lynch took Mr. Brewer out to see the area and presented the problems. She wondered if people in his department could help. He became intrigued with the idea and said he would take the story back to the people in his department.

By February the plans for the planning had been laid. Representatives from parents, children, faculty, county educational office, and State Department of Forest and Parks were enthusiastically ready to sit down together to plan.

Three older children sat in on the planning with the adults. They represented two councils within the school—primary and intermediate.

The first important decision was one that is often overlooked in planning. The group decided to make their plans in terms of long-time projects so that they could proceed logically without having to undo a project that had been completed in order to carry out a new one.

They decided their plans were not to be finished in terms of months or even a year, but in terms of five or ten years.

So the Work Began

Two State Foresters gave at least a day a week to the project for the re-

Elizabeth Lynch is principal of Landover Hills School. When ACEI staff members saw the project they thought it was important to share.

mainder of the school year. They helped to draw the map plan for the whole area, showing contour levels, for the over-all plans to be made were to produce an over-all effect.

Thirteen different projects were decided upon by the planning group. Work was immediately begun on some of the projects, so in recounting the project present accomplishments will be reported.

1. *The reforestation area.* This was a hillside which had washed continually. Children, teachers, and community had been aware of the problem but they couldn't do anything about it without expert help.

The plan worked out took into account drainage and erosion. The first step was to dig diversion ditches for the water. Then the forestry department contributed 400 seedlings of white pine, Scotch pine, and loblolly pine—hardy trees, requiring minimum of water and which would grow in poor soil. As is customary, the trees were planted close together. In four years time they will need to be thinned out. *Then Landover School will have its own Christmas trees* from its own hill, and will also have some to sell.

There were 600 larch tree seedlings so that each child had the opportunity of planting a tree.

But planting trees was not enough to stop the erosion on that hill. So bush clover was planted (the seeds had been treated so they sprouted very quickly). The ground was then spread with straw. And the straw was held to the ground by driving stakes at regular intervals and connecting the stakes with cord (string).

2. *Identification of plant life in the wooded area.* The ten acre area behind the school was of rough terrain. A stream cut deep ravines all the way through it. There were natural springs and much up-and-down climbing. This area the children called their park and after much serious discussion decided the official name would be "Nature's Wonders." A sign had been erected at the entrance to the main trail leading off from the school ground. "Nature's Wonders" is densely wooded with many kinds of trees, bushes, and mosses. Identification of the plant life is well begun. Neat signs made with wood burning tools by children label the varieties to be found.

A man trained in forestry, who works for the telephone company as supervisor of trees to be trimmed or removed, has become interested in the school project. As he goes about the country he finds trees that are not in "Nature's Wonders" so he brings them back for transplanting. The Maryland Manual of Trees lists 175 species. "Nature's Wonders" hopes to have them all some day.

Nursery people have helped supervise the planting of the trees. Some of them had children in school; others became interested in the project and volunteered their services.

Some of the trees for planting have been donated for the project and the rest have been bought.

3. *Identification of kinds of soil.* The specialist in soils from the forestry department, working with children, took samples of the soil from many parts of the grounds. The children in the classroom learned how to test the soils. The knowledge gained has already been put to use in selection of trees for the hill and as other plants are planted their needs can be met.

4. *Development of nature trails.* The land was so thickly overgrown that trails needed to be planned and developed. Working again with a forester the children learned how to select which trees and bushes would be of least value

Photo by Joe Di Paola, Jr.

Each child had the opportunity of planting a tree.

Prospects for an outdoor amphitheater.

to their project and so could be eliminated.

The trail names are intriguing and indicative of what one will see when he hikes along them. Laurel Ridge has a bank of mountain laurel on either side. Turtle Run is where a number of turtles have been found. Fern Hollow is a beautiful shaded place where the feathery ferns grow luxuriantly.

Fathers in the community, working with children, are building the pool known as Lily Pads. The children helped carry the bricks over the trail with a coaster wagon. They mixed mortar while two fathers helped with the

bricklaying. The pool is fed by two natural springs and bricks are being used to dam the water up. The children read to find out about water lilies and discovered that the water must be at least twenty-six inches deep to keep them from freezing in winter. Lily Pads will be the required depth.

5. *A game preserve.* Opossum, raccoons, rabbits, skunks, and many varieties of birds have already been seen in "Nature's Wonders." Berry-bearing shrubs are in the area and more will be encouraged. The children are planning to put out window feeders for the winter birds. The State Game and Wildlife plan to stock the area with more animals and birds in the future.

6. *Development of an outdoor amphitheater.* A natural spot is already located for the amphitheater although the completion of this project is not expected for two or three years.

Landover Hills School is built in a "U" shape with the open section facing the woods. The first drop of a ravine slopes away from the building. At the bottom beautiful trees make a pleasant spot for children to play and later for seats to be placed for school productions. The stage will be at the building end and easy entrances can be made from the gymnasium doors just above.

7. *Development of the stream.* The stream which goes across the land is fed by fresh springs. The banks are clay and easily eroded. Simple examples of forces which change topography are at hand for children to understand. It will be necessary to reinforce banks to save the beauty. The children have named two of the spots along the stream—Singing Waters and Echo Drip.

Along the banks grow Purple Osier which will provide reeds for basket weaving in a few years.

8. *A hillside rock garden.* Children have been busy reading about what to include in their rock garden.

9. *Outdoor classrooms.* Trees that had to be cut to make way for trails have been trimmed to logs. They provide the seats for the classroom.

10. *School and community picnic area.* The school recognizes the need for being a central part of the community and providing for the needs of the community.

11. *Landscaping the school grounds.* The children have planted all the trees. They know what the topsoil is and are responsible for it and the grass.

Each of the first-grade rooms has its own door to the play yard. With it is a small plot of ground and each group has assumed responsibility for planting flowers in their plot. But spading ground and preparing it for seeds is hard work for six-year-olds. Stronger friends—the sixth graders—helped them get it ready.

12. *Their own nursery.* Plans are under way to get help for starting a nursery of their own. They expect to grow their own seedlings.

The children have made various field trips to collect further information for their projects. One sixth-grade group visited a State Park to see the nursery there and get ideas for their own.

The Secret Was Cooperation

The plans evidence the cooperation of many people. Ideas or problems would be suggested in student council meetings to be taken back by the room representatives for study and choice as to what responsibility they would like to assume. Older children helped younger children prepare the ground for planting their flowers about the school building.

In much the same way has help come from a variety of community members —a problem to be solved and a willingness to give of their talents for solution.

Fifth Grade
Upper Arlington Elementary School

Parents Worked---and Loved It!

The News Bulletin from the fifth grade in the Upper Arlington Elementary School, Columbus, Ohio, was all about the "Parent Workshop" as reported by the children. We are not able to carry each article but have chosen those that show different ideas.

Our Parents Are "Pioneers." Our parents tried a new kind of parents' meeting. With our teacher they held a parents' workshop on the night of February 23, at 7:30 PM. We wanted our parents, as one of our children said, to have the fun of working together as we did while we made toys.

The parents made a number of useful things. They made a flannel board and a chart showing the government and how it is run. They decorated a screen for us and some kegs and a small box. They also painted arithmetic blocks and mounted useful materials. They recorded little talks to help with our study of famous Americans. They talked and laughed while they worked. The parents all said they had a wonderful time.

Children Planning. The children in our class were very anxious to start planning and getting things ready for the parents' workshop. We got pictures ready for mounting. We shellacked the arithmetic blocks and got them ready for the parents to paint. We helped our teacher sand and paint the screen and kegs ready to be decorated.

The afternoon of the workshop, we got the room ready. We moved our desks to one side. We put up tables for the parents to work on. We hunted up paint brushes and paste and scissors. We moved the teacher's desk back by the serving corner to make a refreshment table. The room looked like a workshop when we had finished.

A Chart of Our Federal Government. Jane's mother and my mother and father worked on our government chart. We like it very much. There was not enough room in our room to work so they had to go into another room. They used the delineoscope to transfer the picture from the book onto the white paper. The next morning we were surprised when we saw the chart.

Arithmetic Blocks. Our student teacher thought it would be nice to have some blocks for fractions in arithmetic. Her husband made them for us. Later we sanded and shellacked them ready for the parents' meeting. Sigrid Ann's parents and my mother painted numbers on them.

They look nice and are very useful.

A Frame For Our Map. One of the things that the fathers and the principal enjoyed doing was framing the United States relief map. It makes the map more sturdy and it has a better appearance.

We think that they did an extremely good job.

Both Useful and Attractive. Miss Ricketts' father had given us an old screen to repair and use in our room. We painted it green. Ned's mother was

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Gladys E. Ricketts is teacher of this fifth grade. The following children contributed material to the News Bulletin: **Jim Anderson, Mike Andes, Linda Barry, Carol Bearse, Pat Brown, Amy Christensen, Jane Farrington, Craig Harris, Patricia Hennessey, Susie Hopkins, David Jones, Bill McBee, Roger Newstrom, Terry Pletcher, Barbara Riddle, Sigrid Ann Schultz, Sue Scott, Ned Seibert, Bill Sharer, Gretchen Silbernagel, Linda Testement, Karen West.**

in charge of the committee that was to decorate the screen. She came the morning before the parents' workshop and transferred a design she had made on to the screen.

Later in the evening at the parents' workshop, some of the mothers and fathers painted the design on the screen. They used a bright red, a light yellow, a robins-egg blue, and a pretty green.

We have a lot of uses for the screen. It makes a good committee room when a group meeting is held. We use it when a report is given. The person who is reporting can pin things up on the screen. A child who needs to work alone can work behind the screen. The screen is very pretty and makes our room more attractive.

Nail-Keg Stools. My mother and another mother painted some kegs that we had in our room. They had flowers, and leaves, and vines on them. The colors are red, white, green, yellow, and blue. They look very, very pretty in our room with our screen. We may use them for woodbins, or as waste baskets, or as stools. The class thinks they are very nice.

Our Flannel Board. At the workshop some of our parents made us a flannel board. We use the flannel board for our fractions. We cut construction paper into blocks representing fractions. The flannel board can also be used for informal dramatics.

The afternoon after the workshop our superintendent came into our room. He asked us if we knew what kept the construction paper on the flannel board. Miss Ricketts asked us if we would read about it and ask our parents or brothers and sisters. Through our study, we have found that it is friction and static electricity which make the paper stick to the flannel board.

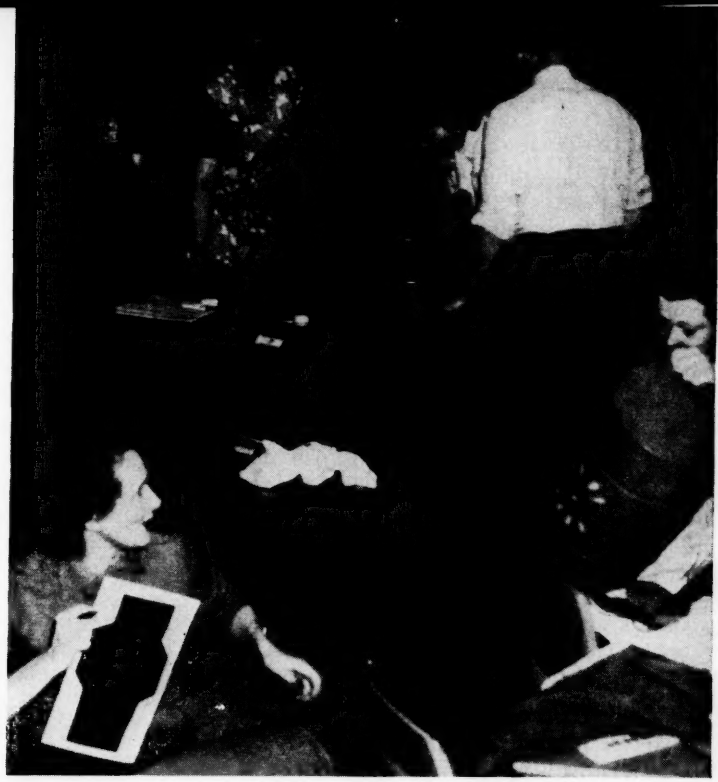
We are sure that we will find many other uses for our flannel board as the year goes by.

Our Huge Atlas. Craig's father was at the parents' meeting. He asked Miss Ricketts if the class could use a large atlas. She liked the idea. Craig brought the atlas in to show the teacher. The class liked it very much. We use the atlas all the time. Most of the children have had a turn at using it. We are glad Mr. Harris thought of the atlas.

Mr. Hill's Help. Our principal was at the parents' workshop. He helped with the recording machine. About the middle of the evening, our parents spoke into the recording machine. They told us about their favorite Americans. They had lots of fun. Mr. Hill also helped with the framing of the map. Mr. Hill had told his wife he would be gone for only a little while. But he had so much fun he stayed all evening! He even missed his favorite boxing match on television.

The Social Hour. The parents had a little social time at the workshop besides just making things for our class. They had refreshments and talked about many different things. The refreshments were very nice. The room mothers and some other mothers made cookies and other good things. The cafeteria let us use some cups and the parents had some nice hot coffee to go with the cookies. They all enjoyed the social hour very much. They left some delicious little cakes and cookies for us, too. We had them right after lunch the next day.

Exploring the Room. The morning after the workshop, there was a lot of excitement in our room. Teachers came in to see all the work the parents had done. The children were trying out the flannel board. We looked at the screen and the kegs and the little boxes. We studied the government chart and were glad to see the strong frame on the map.



Our parents made a number of useful things.

After we looked around, we helped change the workshop back to a classroom.

Mr. Heischman's Visit. The afternoon after the parents' workshop Mr. Heischman, our superintendent, came to visit us. We served him some of the cookies the parents had left us. While we were eating the cookies, Mr. Heischman looked around the room at the various things that the parents had done. When he saw the flannel board, he asked the class what made the paper stick to the flannel board. He told us to study about it until he came back again.

Mr. Heischman was very much interested in all the things the parents had done.

Lending Our Chart. We lent our chart of the government which the parents made to a women's club. The name of the club is the Metropolitan Women's Club. Sigrid Ann's mother came to our room for the chart. They are studying American Citizenship. Mrs. M. B. Green was giving a lecture on Federal Government. Therefore she felt our chart would be of help to her. We know it was very interesting. We were glad to have our chart used.

Thank You. Everything that the parents did at the workshop has come in very handy. The flannel board has many uses. All of the other things come in handy, too. We enjoy them more because our parents made them for us. We appreciate having them take the time to come and do the things for us. Instead of writing thank you letters, we are writing this series of articles for our parents. We are very proud because our parents are "pioneers" with this new kind of workshop.

4 Hickory Nuts and a Catbird's Nest

By GLENN O. BLOUGH
U. S. Office of Education

FOUR HICKORY NUTS, A DESERTED CATbird's nest, a horseshoe magnet, and a piece of petrified wood—these were the subjects for our Monday morning *Show and Tell* session in the third grade. While we were in the midst of discussing these bits of nature lore, Helena raised her hand and said, "I saw a bird yesterday. It was sitting in a tree and it was all yellow and green and blue and it had a long black tail and made a noise like an old rooster." So saying, she surveyed the faces of her classmates noting with satisfaction the expressions of awe and wonder. This inspired Alex to tell about his observation of airplane skywriting while he was riding in the country. He ended up: "And the smoke came out of the tail a mile a minute." Here, from hickory nuts to skywriting, are glimpses of the modern child's environment. It is in this environment of living things, machines, energies, and forces that today's children live.

Through our teaching we hope to help them learn to enjoy this world of things and movements, to help them understand its complications as much as they can at their early years, to keep their interests in it alive and expanding. Through the study of this environment we hope to change their behavior for the better, make them good problem solvers, and develop an attitude of careful investigation, cautious generalizing, and suspended judgment.

Courtesy, Marjorie H. Campbell, Public Schools, Washington

Materials supplied by homes, community, and high school science teacher are used here to solve problems about how we use and control heat.

The Environment

We are sometimes a little glib and indefinite about what constitutes a child's environment. Actually it's whatever surrounds him, wherever he is. It's what he sees and experiences on Saturdays when he flies kites, lolligags in the park and is otherwise free to investigate on his own. It's in his home where he's surrounded with gadgets that use electricity, where the heating system operates on scientific principles, where there are mechanical devices that save work and time, and where there are countless other

expressions of the scientific mind. It's around him when he loiters on the way home from school, sees his reflection in a mud puddle, tries to step on his shadow or watches pigeons. It's the telephone, television, and telescope. It's the sun, stars, and smoke. It's sprouting seeds, crickets in a coffee can, and toadstools.

Making Selection

Now how can we use this environment to help children grow and develop and to realize both our own intentions and those of the children? Several problems are involved, none as difficult to solve as is sometimes supposed. For example, out of all of this world's stuff and forces how can we make selections for study? On the basis of children's questions, the observations they make and report, and the stuff that lands on the science table? On the basis of the contents of textbooks, science outlines and courses that are handy? As a teacher, which of these criteria guides your selection? Probably both. And it is generally supposed that this produces the best results. It takes the interests of children into account and supplements with environmental problems that have not occurred to them as possibilities. It takes into account the child but allows for a developmental sequence of science subject matter that helps somewhat to keep sixth-grade children from saying, "Aw, we studied that in the third grade." We have, of course, disposed of this problem of organization with too few words and perhaps not the right ones. There is certainly much more to say about the environmental material that is to be selected and organized but our chief concern here is its use. So let's get to that.

What We Intend

First let us be clear about this one thing: A good science program is built on our hopes, aspirations, and intentions for children and not on test tubes and deserted birds' nests. Here, as in any other field, we keep both eyes on the objectives and use the material to bring them about.

Getting back to the four hickory nuts and the catbird's nest; how we use them depends on our intentions. Suppose we hope to stimulate interest and observations on the part of more children in the third grade to use these materials to promote scientific investigation methods and to develop scientific attitudes toward problem solving. Having thus committed ourselves as to purpose, from now on our procedure must be in line with this aim. What does this mean? It means that first of all we must encourage children to bring things to school because we want them to be convinced that school is the place to find out things they want to know. We intend to make the experience as satisfying to all concerned as possible.

Since we wish to promote investigating, we do not intend to give forth with all of the knowledge we happen to have (if fortunately, we have any). On the other hand we hope to set up ways to find answers and proceed together on the trail of the information. To do this, teachers need to know how to guide the process of problem solving through finding and using books and other printed material, through experimenting, asking somebody who knows, studying pictures, and other means. It means too, that "Who says so?" is as important as "What does it say?" and that "There is still more to know about this" is as important as "Now we know."

How We Proceed

This means then that pupils may first show the materials and tell anything they know about or think they know about

them. Frequently, this procedure provokes discussions as, for example, when the pupil who brings the magnet says, "It will pick up metals." He may immediately be challenged by, "It won't pick this ring up, and it's metal." And there we're in a dilemma which we get out of only by careful experimenting, some reading, and some observations. Other magnets will be brought from the environment, i.e. junk boxes in garages, ten-cent stores, junk yards, and elsewhere and the teacher provides a place (a table perhaps) where children may use the magnets to discover anything they can, by manipulating and observing. The material is used before school, during free time, at noon, and during other spare moments. It is used by individuals and by the whole class. As a result of this experimentation and reading, pupils discover that:

Magnetism can travel through wood, cloth, paper, and glass. Some parts of magnets are stronger than others. Some magnets are stronger than others. Magnets have poles. On some magnets the poles are marked. If a north pole of one magnet touches a south pole of another magnet they pull together. Magnets will attract iron and steel.

These are discoveries made by pupils and teacher together. They have been carefully checked by doing experiments more than once, observing carefully, generalizing only after sufficient evidence. The pupils know that there is still more to learn about magnets for they have been unable to explain to the satisfaction of some of the more curious pupils *why* like poles of magnets repel and unlike poles attract. Later in grade seven or eight they will learn more about the uses of magnets, how magnets are made, and how magnetism and electricity are alike and different.

In this case the teacher knew only a little about magnets. But she was curious about them, knew how to help pupils locate information, knew how to help pupils discover by careful trying out, and above all knew why she wanted to have magnets around.

Starting with a Problem

We have examined briefly how pupils might use a lump or so of their environment which they brought to school. Nothing unusual about the procedure. It's much the same way that might be used with any other material. Now let's start with a problem instead of a *thing* and see where the environment comes in.

It's a rural community in spring. It rains every day. Farmers are worried about getting crops into the ground and seeds that have been planted are not coming up. So? For one thing pupils watch the rain and hear adult conversation about corn and beans and ask, "What does too much water do to bean seeds when they have been planted?" A discussion of this leads to problems about what seeds and plants need in order to grow. Specific problems are listed. Now comes the use of the environment to answer them:

Seeds of various kinds are brought from home to use in planting.

Samples of different kinds of soil are collected for use in experiments with sprouting seeds and growing plants.

Plant pots and other material are collected from homes and elsewhere to use in experimenting.

A father of one of the pupils comes to school to explain how certain farm crops in the community are cared for and how tiles are laid for drainage.

The county agriculture agent shows children how to tell whether or not soil is acid and helps to answer other questions about soils and crop-raising in their community.

A small plot on the school ground is selected in which to make a garden to put into practice some of the science that has been learned.

At home several of the pupils have been

given a small plot to use in planting vegetables and flowers. They are reporting their progress and problems to the group.

Some of the pupils are exchanging seeds and plants with each other.

The class visits a green house to find how plants are propagated, to observe experimentation with plants, to collect some samples and any other useful materials.

These environmental activities are selected because they bring real meaning to the learning that is going on. They have been planned and carried on by the class and the teacher together. The teacher thought of some of them; the children thought of the others. The evaluation of them was based on the original intentions for them.

More Than Science

This environmental study involved more than science. There was considerable *reading* and *listening* to find the answers, *writing* to make records and to get information, and *speaking* to tell what had been learned or to communicate questions, problems, and requests. The social aspects of earning a living, interdependence of peoples, importance of farming, and conservation practices were considered. Who is to say if the experience was science, social studies, or language arts and we might add, who cares? When examined on the basis of our intentions for children, this study of an environmental problem stands up better than some of the other ways of spending time in the elementary school. The answers and information made a difference to the girls and boys—a situation to be desired and not always attained.

Taking Excursions

It is generally agreed that children should become better acquainted with their environment through sallying forth into it now and then. Such excursions may be a real part of the school learning situation or they may be useless, depending on the definiteness of the purpose. No one concerned should be in the dark about why the excursion is being made.

For what purposes are excursions made into the environment of the school? To gather material to use in solving a problem, (pond animals to see how animals are fitted for water life); to observe happenings, (changes that animals are making as the seasons change); to observe to solve a problem, (how plants change according to the amount of moisture and light they receive); to enjoy natural beauty and thus to develop appreciation, (a woods early in spring); to observe a process, (purefying water); to summarize a study, (observe machines at work in house construction after a study of machines); to create an interest and to raise some problems, (observe the many uses of electricity in and around school). There are other reasons for taking children out of the schoolhouse but these are some of the important ones. No matter what the purposes are, the results will be the more satisfying if:

Children themselves know why they are going.

They themselves plan how the objectives are to be accomplished.

They assume responsibility for specific observations to make, materials to obtain, or questions to ask.

The teacher and a committee of children carefully make preparations for the trip by an advance visit and selection of personnel.

There is careful evaluation after the trip when the material is used, data organized, and experiences discussed.

Many Places, People, and Things

As we have said, the environment of children consists of their immediate world. From it come many of the useful materials to make learning live: From the *school building* come: the fire extinguisher, electrical equipment and in-

stallations, heating systems, the cafeteria, lighting equipment, and machines. From the *school yard* come: the plants and animals (trees, bushes, birds, insects), erosion and its control, kinds of soil, and playground equipment that illustrate scientific equipment. From the *sky above*: clouds, wind, and other weather phenomena by day, and the stars, planets, and moon by night. From *home* come: machines and tools, heating and lighting control, uses of plants and animals, and communication instruments. From the *community*: stores that sell products and services that use scientific information (heat, light, sound, communication, pest exterminators), the water supply and sewage disposal, museums, libraries, and others.

And then there are all the *people* who know things that pupils want to know. An amateur astronomer, a bird watcher, an electrician, a gardener, a high school science teacher, a doctor and a dentist, an agriculture agent, a forester and on and on.

And then there are *things*—musical instruments when we are studying sound; animals and plants, machines, insulators and conductors when we study electricity, thermometers when we study heat and so on.

The Teacher

The environment of children is indeed a lush one provided they are lucky enough to work with teachers whose eyes are open and who are possessed of a will to explore.

Unfortunately *all* children are not exploring their environment in school. They do it on Saturdays, Sundays, and vacations. Then they are free to find, examine, ask, tell, show, and wonder. But on these days there is often no one to share in the exploration. On these days nobody knows the answers to all of their questions either—and the girls and boys don't expect it. They don't in school either. They do hope, however, that in school there will be someone who is *interested* in the world of science who is not afraid to say he doesn't know but who *knows how* to find out and is *willing* to try.

Teachers who have decided to try more science with their children have made some discoveries by themselves. For the record, here are a few of them.

"Science at the elementary school level is not nearly as difficult as I thought it was."

"Children usually do not need nor want detailed, technical explanations."

"It is not necessary to have a room full of complicated apparatus. Children bring some, we make some, we buy a little, and we gradually accumulate a closet full of resources."

"Many children like science and will take considerable amount of responsibility when it comes to searching for materials and books, and arranging for people to help us."

"I've discovered that teaching science isn't much different from teaching social studies and, as I think of it, I don't know all of the answers to questions that children ask me about the 'Westward Movement' either. We find them together."

"Experiencing science with children has made me more interested in things myself. I even started a bird feeding station at home. I can identify seven constellations and last summer on a trip I astounded myself by making a rock collection."

"There's a considerable amount of material written on my science level and the more I get acquainted with it, the more confidence I have to teach and learn."

Perhaps from these remarks we can gather that more and more teachers are teaching more and more science—better; that children are learning how to interpret their environment and therefore adapt themselves to the world in which they live. As a part of our living with children, we include science environmental studies to make our living more complete and effective.

One of a series of articles from material collected by members of the Make It With and For Children Committee of ACEI, Adele Rudolph (Philadelphia), chairman.

We Make Our Own

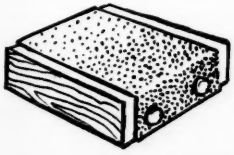
THE 6-YEAR-OLDS ENJOYED USING THE SCHOOL-PROVIDED rhythm instruments to accompany original songs, selections on records, and group singing. But there was one great drawback —the instruments had to be shared with several other classes. Consequently, many ideas "died aborning" and the children's enthusiasm waned while we waited our turn. Sensing that the demon "frustration" was about to conquer, and wanting the children to experience the learnings involved in doing something sensible in overcoming roadblocks, at their next request for the absent instruments I said, "We never seem to have them when we want them. How about making our own?" Their approval was spontaneous and John's "Sure, let's get going," was just the cue we needed.

Readiness is an intangible recognized by sensitive teachers.

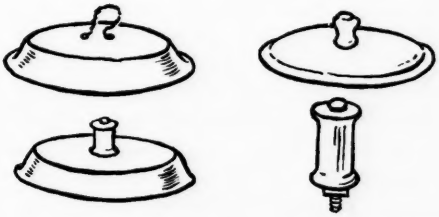
First we examined the commercial instruments; then we planned how to make similar ones using the materials already available or those we might bring from home. Parents, too, became interested; they not only sent materials, but also helped with many fine ideas.

Research and study lead into action.

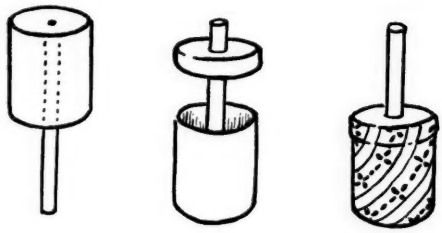
We made rhythm sticks from ½″ and ¾″ dowel sticks; triangles from old curtain rods (3/16″ metal rods). There were sand blocks and rattles, jingle sticks and jingle bells, cymbals and tambourines, and several types of drums.



SAND BLOCKS: Wooden blocks that fit the hands; sandpaper (#0 or #1) glued or tacked in place.



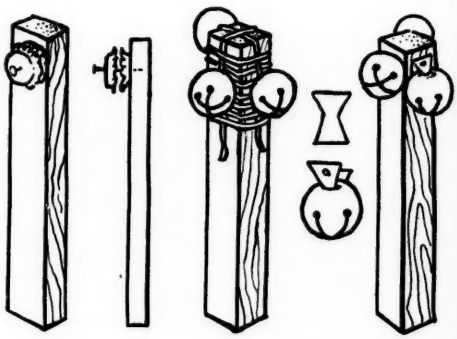
CYMBALS: Pair of lids or pie plates with handles of knotted cord or leather, of knobs or spools held in place with stove bolt and nut.



RATTLE: A handle (dowel stick or straight twig) fastened to a container (1 oz. to 1 pt. box, can, carton) in which is placed rattle noisemakers (gravel, old nails, stones, pebbles, or large dried seeds). Experiment for desirable tone or sound before lid is permanently closed.

JINGLE STICK: Roofing caps, lids or ends of small cans, or flattened bottle caps (cork removed) hanging loosely but nailed securely to stick about 8″ long.

JINGLE BELLS: Sleigh bells securely tied or held by straps (tape, leather) and tacks to a stick.



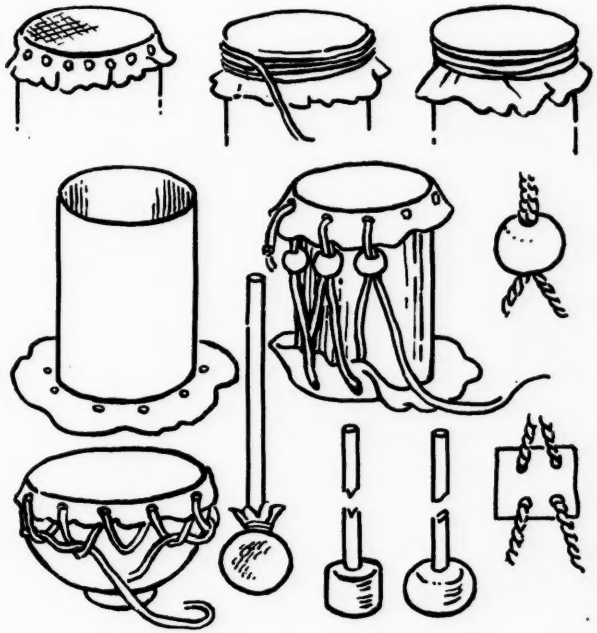
Collecting materials for the drums became a real treasure hunt. Several large coffee cans from home, a strong round carton from the food store, and a metal waste basket from father's office made sturdy drums.

Waste materials are not "waste" if they are valuably used.

We discovered that a chamois skin, an inner tube, pieces of muslin and canvas, and a discarded shower curtain made "swell" sounding drumheads. We soaked the skin until it was soft and could be crushed like a rag. Then we squeezed all the water out and carefully molded and gently stretched it over the drum opening. The cloth, too, had to be thoroughly dampened before it could be stretched in place. Neither the skin nor the cloth was tapped before it was thoroughly dry. When the cloth was dry, it was given a coat of shellac. All coverings were temporarily held in place by using cord wrapped around many times and tied. No matter which material was used the children found they needed the help of others in making the drumhead smooth and taut. With two pairs of hands at opposite sides we pulled and stretched the covering gently but firmly and as tightly as possible.

Experimentation reveals many possibilities.

To hold it securely in place, we used a variety of fastenings depending upon the material and the type and shape of the drum. Visits to the hardware store helped in solving many of our problems of paints and adhesives and metal fastenings.



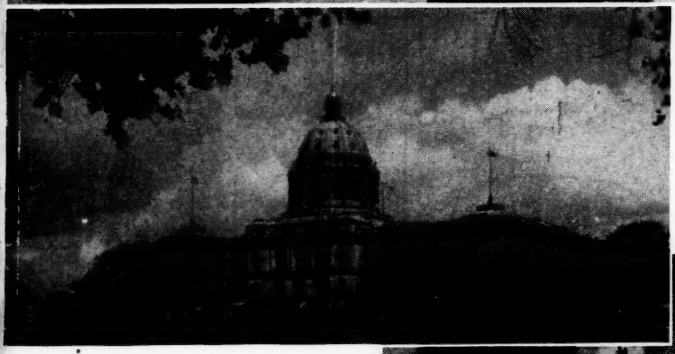
DRUMS: Use a strong round container open at one end or both. Cover with a smooth taut covering (skin, rubber, closely woven cloth, strong flexible plastic) held in place by tacks, tightly wrapped-and-tied cord, ½" wide rubber bands (inner tube), or cord or thong lacing with or without tension devices (wooden bead, piece of canvas or leather with 4 holes). Experiment for tone by tapping drumhead with fingers. Drumstick knob can be made of ball of twine or cloth, a wooden bead or block.

After many weeks of planning and working together—solving problems of materials, of techniques, of individual and group adjustments—the instruments were finished. Great was the children's delight and glow of accomplishment when they told the assembled 6- to 8-year-olds how they had made them and demonstrated that the instruments really played.

—F. EVALYN YEAGLEY, Rowen School, Philadelphia

Doing, with real purposing, is doubly satisfying.

To the Reader Anywhere in the World: The Committee is eager to hear about things that are being done similar to these. Please share your information—descriptions, directions, recipes, drawings, photographs. Send the material to the committee in care of ACEI headquarters.



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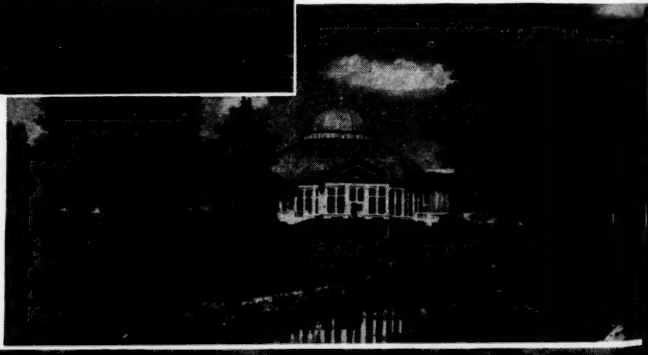

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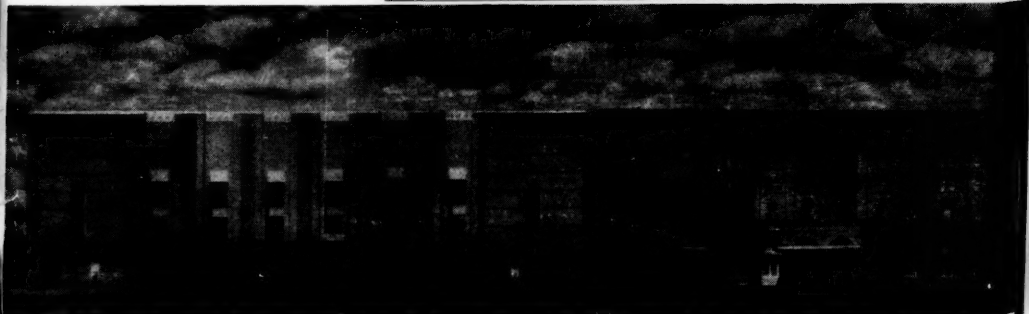

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EQUIPMENT AND SUPPLIES FOR EARLY CHILDHOOD EDUCATION

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branches

Association for Nursery Education of Northern California

Binghamton Intermediate Association for Childhood Education, New York

Allene Seaton

On January 15, 1954, Allene Seaton of Louisville, Kentucky, died at the age of 84.

Miss Seaton graduated from the Louisville Normal School in 1895. In 1903 she began teaching in an elementary school in Louisville. She was appointed assistant supervisor of kindergartens there in 1916; supervisor in 1926; and served the Louisville schools in this capacity until she resigned in 1937.

From 1923-1925 Miss Seaton was a member of the executive board of the International Kindergarten Union, serving as auditor and as second vice-president. She was a life member of ACEI.

Life Member

The ACEI welcomes Cecilia E. Unzicker, Cincinnati, Ohio, as a life member.

Retirement

Dr. Cora Martin, a member of the staff of the University of Texas for twenty-six years, has retired from her position as professor of elementary education. Dr. Martin has made many valuable contributions to the development of elementary education in Texas. A life member of the Association for Childhood Education International, she has served on many ACEI committees. She recently guided the work of the film review center of the southwest region. The ACE branch of the University of Texas was established largely through her endeavors.

ACEI Study Conference

More than 2000 people are expected to consider "Effective Education for All Children" at the 1954 Study Conference of the Association for Childhood Education International in St. Paul, Minnesota, April 18-23. Among the participants will be teachers, librarians, parents, and others concerned with children from this country and other countries as well.

General sessions will feature addresses by outstanding educators, including: Dr. Earl C. Kelley, Wayne University, Detroit; Dr. Willard C. Olson, University of Michigan, Ann Arbor; and Dr. Laura Zirbes, The Ohio State University, Columbus.

ACEI Permanent Headquarters

Recent contributions have brought the fund for a permanent Headquarters for the Association for Childhood Education International to $11,170.45.

This constantly-growing fund encourages those who continue to seek a permanent home where increased services for those concerned with children may be offered.

Luncheon Conference, AASA

Dr. Harry J. Linton, superintendent of schools, Schenectady, New York, spoke at a luncheon meeting sponsored jointly by ACEI and NANE in Atlantic City in February during the meeting of the American Association of School Administrators. The theme of Dr. Linton's address was "The Responsibility of the School Administrator for the Education of Young Children."

A "Flyer" for Good Public Kindergartens

How are the 5's Faring in Your Town? is the title of a leaflet concerning the importance of good public kindergartens. The leaflet was prepared by James L. Hymes, Jr. for distribution by the National Association for Nursery Education and the Association for Childhood Education International. Intended for wide distribution, it is available in single or in quantity orders from the ACEI, 1200-15th St., N.W., Washington, D. C.

Educational Television Publications

Factsheet, designed to provide educational journals with pertinent data for news columns; *Box Score*, a listing of applicants for reserved television channels; and *Educational Television as Reported in the Nation's Press* are all publications of the Joint Committee on Educational Television and part of their expanding program of public information. These and other detailed information may be

obtained from JCET, 1785 Mass. Ave., N. W., Washington 6, D. C.

National Conference of Christians and Jews

The National Conference of Christians and Jews has just released its "Reading for Democracy" booklist for young Americans. Issued biennially by the Chicago office, it includes brief descriptions of 43 current volumes for children chosen because they are good reading and present stories designed to enlarge a child's horizon to include, naturally, and with good will, people of different race, faith, and nationality origin.

Reading lists are available for distribution by schools, libraries, PTAs and book shops. Write the National Conference of Christians and Jews, 203 North Wabash, Chicago.

A Contest for Teachers

"Why I Teach," a contest for teachers, to encourage good teachers to remain in the teaching profession, and eligible young people to enter it, is again being sponsored by the American Legion Auxiliary. The contest opened November 1, 1953, and closes at midnight May 1, 1954. Contestants must have completed five years of teaching by June 1, 1954, and each entry must be accompanied by a signed statement of release, giving the American Legion Auxiliary, 49 W. 44th St., New York 36, N. Y. permission to use the entry.

The subject of this year's contest is, "The purposes and goals of a teacher in a free America." The form of the essay must be an open letter to a high school graduate, and the entry may not exceed 300 words, nor be less than 100.

A Cooperative Study

The first printed report of *A Cooperative Study for the Better Utilization of Teacher Competencies* is off the press. Cooperating agencies in the Study include Central Michigan College of Education, the Bay City (Michigan) and other public schools. This study is made possible through a five-year grant of the fund for the Advancement of Education. Under the original grant, the study is to be confined to the elementary grades (K-8, inclusive).

The study was proposed because of two critical problems that face public schools today—insufficient teachers and a shortage of adequate classrooms.

It is hoped this study will help to produce some techniques and methods that will help to cope more effectively with excessive enrollments, the lack of classrooms, and the shortage of teachers.

Training Laboratory in Group Development

The Third Western Training Laboratory in Group Development will be held at Idyllwild, California, August 15-27, 1954. The Laboratory is intended to provide understanding and skills for individuals who want to improve their effectiveness in working with groups. Participants with a variety of occupational backgrounds are expected to attend. The training staff will be made up of faculty members from various universities as well as from active group leaders in business, government, industry, public health, education, and social welfare. For information, write Department of Conferences and Special Activities, University Extension, University of California, Los Angeles 24, Calif.

British Universities Announce Summer Courses

British Universities will again offer summer courses in 1954 at Edinburgh, London, Oxford, and Stratford (University of Birmingham), each presenting programs particularly appropriate to its location and tradition.

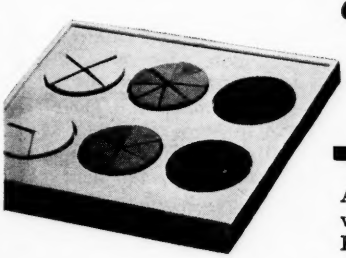
The courses are open to college juniors and seniors, post-graduate students and teachers. Further details about the courses and application forms may be obtained from the British Information Services, 30 Rockefeller Plaza, New York 22, N. Y., or from the Institute of International Education, 1 East 67th St., New York 21, N. Y.

Have Fun . . . Get Well

A new booklet just published by the American Heart Association and its affiliates, *Have Fun . . . Get Well,* is directed primarily to young people and to parents whose children are ill with rheumatic fever or rheumatic heart disease. However, the specific suggestions can be helpful to all parents and convalescents. The purpose of the pamphlet is to help parent and patient make the time of physical repair a period that is also mentally and spiritually constructive.

Copies may be obtained from affiliated Heart Associations or from the American Heart Association, 44 East 23d St., New York 10, N. Y.

arithmetic "tangibles"



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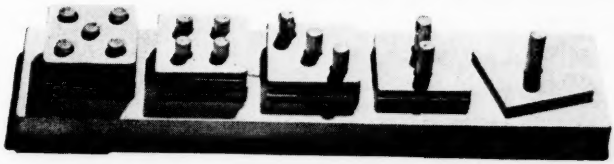

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Books for Children . . .

Editor, VERA PETERSEN

THE GOLDEN BUNNY. *By Margaret Wise Brown. Illustrated by Leonard Weisgard. New York: Simon and Schuster, 630 Fifth Ave., 1953. Pp. 25, 9¼ x 13 in., $1.50.* This is a collection of short modern fanciful tales about rabbits. There are stories to use at Easter, stories for fall and winter. On one double-page spread is a charming bit of whimsey—"A Bunny's Hungry A B C."

The book is perhaps most significant for its excellent illustrations, rich in both texture and color. Such a book will be treasured by fours, fives, and sixes for its inevitable lessons in looking.

TELL ME LITTLE BOY. *By Doris Van Liew Foster. Illustrations by Roger Duvoisin. New York: Lothrop, 419 Fourth Ave., 1953. Pp. 30, 8 x 9¾ in., $2.* A welcome addition to our all too few Easter books for the four to six group is *Tell Me Little Boy,* a simple story printed in large type on pages of Easter egg colors.

" 'Little Boy,' asked Rabbit, 'what kind of animal would you be?' Little Boy thought hard and long. 'Perhaps I would be a horse,' said Little Boy . . . 'or perhaps I would be a bright yellow bird high in a tree . . . or a fine lion,' " and many more, elaborating on each in turn. Finally he asks the rabbit what he would choose to be and to the delight of all little children he answers, "the Easter Bunny," and hops joyfully away.

Roger Duvoisin's illustrations are both handsome and full of humor.

WHEN WILL THE WORLD BE MINE? *By Miriam Schlein. Illustration by Jean Charlot. New York: Scott, 8 W. 13th St., 1953. Pp. 31, 8 x 9½ in., $2.25.* This unusual book, with its stylized drawings by Jean Charlot, is not likely to appeal to all children, but because of its unique qualities in both text and illustration it should be available for children from five to eight who show thoughtful interest in all of nature. Some, of course, will see only the surface meaning, others will find a deeper one.

This is the story of a snowshoe rabbit, a charming little rabbit talking to his mother, who then goes out to explore his little rabbit world and discusses it with his mother. As the story closes he is a full-grown snowshoe rabbit ready to go out into the world that is his.

THE MAGIC FISHBONE. *By Charles Dickens. Illustrations by Louis Slobodkin. New York: Vanguard, 424 Madison Ave., 1953. Pp. 36, 8 x 10 in., $2.50.* A special treat for all who know *The Magic Fishbone* and a surprise for those who do not is this new edition of Charles Dickens' story with enchanting illustrations in full color as well as black and white by the inimitable Louis Slobodkin.

"There was once a king, and he had a queen . . . They had nineteen children, and were always having more. Seventeen of these children took care of the baby; and Alicia, the eldest, took care of them all. Their ages varied from seven to seven months." Thus begins the enchanting tale of a family whose eldest daughter became the recipient of a magic fishbone and heroine of the tale. Essential to the library of anyone eight or over!

CIRCUS APRIL 1st. *By Louis Slobodkin. Illustrated by the author. New York: Macmillan, 60 Fifth Ave., 1953. Pp. 90, 5¾ x 8 in., $2.25.* Here is real April foolery for the seven to ten group. On the morning of April first an elephant who was daily painted in three colors (his head and front legs red, his middle section white, and his hind legs, hips, and tail, blue) wandered away from a circus troupe and accomplished all sorts of unusual feats to the delight or consternation of those who saw him. The manager was greatly concerned over the loss but decided the show must go on, whereupon the steam calliope was started. The famous elephant hearing the faraway but familiar sounds, sauntered back, and arrived just in time for another dash of paint before he went under the big top for the opening parade.

Slobodkin hilarity is in both text and illustration.

FAMOUS PAINTINGS. *By Alice Elizabeth Chase. Illustrations are the reproduction of famous paintings and sculpture. New York: Platt and Munk, 200 Fifth Ave., 1951. Pp. 112, 7¾ x 10½ in., $3.50.* A most attractive collection of reproductions of famous paintings, to please intermediate and

(Continued on page 340)

Social Play..

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MORE Play..

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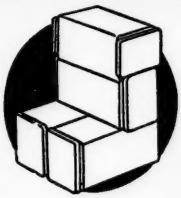

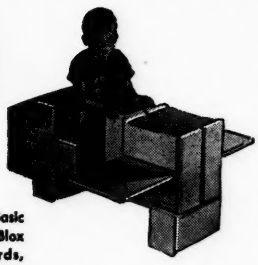

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Books for Children

(Continued from page 338)

upper grade children, has been selected by Alice Chase, a teacher of fine arts.

The book is compiled without the disdainful approach that children should like the paintings because they are famous. Children *will* like these paintings however, because they were carefully selected and well-reproduced in full color and generous size. (The printing was done in Holland.)

Across from each full-page reproduction is a brief discussion of the interesting features of the painting along with two or three illustrations (greatly reduced and printed in black and white) conveying interpretations of similar ideas by other artists, usually of other eras. A rewarding book to own!

Are You Looking for Particular Issues of *Childhood Education?*

Copies from Sept. 1926 through 1953 are available. Julia C. Dulles has given her collection for the building fund. A particular issue will be supplied at original cost by writing ACEI, 1200 - 15th St. N.W., Wash. 5, D. C.

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Books for Adults . . .

Editors, Dept. of Education
NISTC, DeKalb, Illinois

INTRODUCTION TO EXCEPTIONAL CHILDREN. *By Harry J. Baker. New York: Macmillan, 60 Fifth Ave., 1953. Pp. 500. $5.* This book is an introduction to all types of exceptional children—crippled, blind, deaf, hard-of-hearing, partially seeing, epileptic, slow learning, fast learning, speech defective, emotionally disturbed, socially maladjusted, and others.

Causes of conditions are explained, effects on children are described, special needs of various types of exceptional children are pointed out, and methods of treating and educating them are discussed in very simple, understandable terms, illustrated by numerous charts, graphs, and actual photographs. Names and addresses of agencies concerned with each of the different kinds of typical children are listed and the bibliographical references are well selected and up-to-date.

The book can well serve as a college textbook or as a guide to teachers and parents of elementary and secondary pupils.—*Reviewed by* IRENE FELTMAN.

THESE ARE YOUR CHILDREN. *(Expanded edition.) By Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer. Chicago: Scott, Foresman, 433 E. Erie St., 1953. Pp. 320. $3.50.* For parents and teachers, this is an entirely enjoyable, clear and accurate portrayal of the development of children from birth to college years. While not a handbook of suggested "solutions to problems," the volume should provide a good understanding of the nature of child growth and development, indicating what may be expected at various developmental levels, and showing the "why" of behavior.

Various interrelated topics are brought in, in anecdotal form—for example, "The Light Touch," (sometimes it is possible to try too hard), "Mrs. Alden's Babies," (each baby is an individual, never two just alike), "Nursery School for Nancy," (wider social experiences bring better social behavior). There are others, well written in story form.

Included are chapters on "The Very Be-

(Continued on page 342)

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Books for Adults

(Continued from page 341)

ginning," "Part Baby, Part Child," "The Runabout Years," up to and including "Not Quite Grown Up"—the development and characteristics during adolescence. Material is included on parent-child relationships, school relationships, and building attitudes toward family life for the years ahead. A guide for obtaining further help and for using this volume is provided, as are lists of references and growth summary pages.

Probably the style of writing and the unusually excellent pictures are the most outstanding features of the book. The pictures, particularly, add to the text and help to foster both understanding and the attitudes to be desired of the reader. This is a *readable* book —one that parents or teachers will not put down for some far-off distant reading, but will use right now.—*Reviewed by* THOMAS A. RINGNESS.

INTERGROUP EDUCATION IN KINDERGARTEN-PRIMARY GRADES. *By Celia Burns Stendler and William E. Martin: New York: Macmillan, 60 Fifth Ave., 1953. Pp. 151. $2.50.* A group of children ask their teacher to explain the absence of several children during the Jewish holidays; children living in a very homogeneous middle class community give evidence of a lack of knowledge of children of other races; several Negro families have moved into a Caucasian community, and some mothers are instructing their children not to sit near the Negro children; a group of children from a lower class Italian family are being kept out of play groups because they are "dirty"—these are typical situations which have concerned the authors of this small volume on intergroup education.

No attempt is made to list the many intergroup problems, or to seek to understand what caused them to occur, except in the first chapter, "Children's Attitudes and How They Develop." Instead the writers discuss what the teachers might and should do, and the possible actions of the teacher are evaluated in terms of process and outcomes. Good human relations are greatly dependent on the teacher-child and teacher-group relations; therefore the authors explain how the authoritarian, democratic, and laissez faire classroom affects intergroup relationships.

Some specific suggestions are stated as principles. One of these is that intergroup education should be an integral part of democratic education; it should not be taught as a separate unit, nor should it single out a specific minority group for special study. Readers will need to evaluate suggestions in terms of action appropriate to their own group or situation. The book abounds in interesting anecdotes and is clearly written. It will prove interesting reading to a variety of people. —*Reviewed by* ELEANOR VOLBERDING.

THE INTELLIGENT PARENTS' MANUAL. *By Florence Powdermaker and Louise Ireland Grimes. Baltimore: Penguin Handbooks, 3300 Clipper Mill Rd., 1953. Pp. 318. (In association with William Heinemann Medical Books, Ltd.) Harmondsworth, Middlesex, Great Britain. Originally published in America as "Children in the Family." New York: Farrar and Rinehart, 1944.* A handy pocket-size reference book for parents, this paper-bound volume can be obtained at newsstands and book stores for a nominal price. Written by an American doctor and an educator, it has been somewhat revised to conform more closely to English conditions by a member of the Institute of Education, University of London. This revision has not materially affected the usefulness of the volume for the American parent since the terminology used is general and few indications of differing culture have crept into the writing.

The intelligent parent is he who is not merely interested in knowing what to do about problems arising in connection with his children, but one who would like to gain some degree of understanding of childhood behaviors. This parent prefers to adapt ideas to his own family's way of living. The span of childhood is divided into stages—infancy, the second year, two to six, the early school years, and adolescence. Topics range from nursing, weaning, and toilet training, through fears and anxieties, discipline, family relationships, and problems concerned with sex behavior. Treatment is concerned with physical, mental, and social-emotional development.

Unfortunately, material concerning additional reading or other sources of help have been revised for only the British market. —*Reviewed by* THOMAS A. RINGNESS.

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Bulletins and Pamphlets

Editor, JAMES KNIGHT

INCENTIVES USED IN MOTIVATING PROFESSIONAL GROWTH OF TEACHERS. *By N. Durward Cory. (Reprint from April 1953, issue of North Central Association Quarterly.) Minneapolis: University of Minnesota, 1953. Pp. 19. 25c.* This report, third in a series concerning in-service programs for teachers, presents findings concerning incentives used in the motivation of teacher development through organized programs. Replies to a questionnaire concerning motivation and implementation of professional growth were received from 259 principals and 1,197 teachers in the North Central Association; the tabulation of the replies forms the basis of the study.

Problems of initiation, motivation, and maintenance of inservice programs are presented, along with a compilation of the opinions of respondents serving to identify elements of any program in relative order of importance. Teacher participation in planning and maintenance is presented as vital to the success of any inservice program.

A list of incentives felt by principals to be most effective is compared with a similar list compiled from the replies of teachers. The fact that principals are more inclined to feel that a program is democratic than are teachers is stressed; this and other results of the research should make the report valuable for a system contemplating inauguration of an inservice program or planning for more effective results from a program already in progress.—*Reviewed by* A. C. MURPHY, *Division of Extension, University of Texas, Austin.*

PUTTING PR INTO HPER. *Washington, D. C.: American Association for Health, Physical Education and Recreation; and National School Public Relations Association, NEA, 1201 16th St., N.W., 1953. Pp. 64. $1.* This two-color illustrated handbook shows the physical education director, the coach and the health teacher, the recreation director, the school nurse and doctor how to work more effectively on the school public relations team. The requests to be excused from classes in physical education, inevitable school accidents, well-intentioned but overenthusiastic town rooters, community recreation facilities, public health conditions, classes in sex education are a few of the examples given to illustrate how this team can contribute to better school community public relations.

The handbook points out again and again that team work counts and everybody wins when they plan and work together. The clever illustrations and intriguing chapter titles help to stress the public relations aspect of the school HPER program in a community.—*Reviewed by* CATHERINE STRIBLING, *Division of Extension, University of Texas, Austin.*

DESIGNING ELEMENTARY CLASSROOMS. *By James L. Taylor, Jack D. Herrington, and other staff members, School Housing Section. Washington, D. C.: U.S. Department of Health, Education and Welfare, Office of Education, 1953. Pp. 55. 35c. Single copies obtainable from Superintendent of Documents, Government Printing Office.* The purposes stated for this publication are: "(1) to assist planners of elementary classrooms in the use of effective and practical approaches and procedures, (2) to interpret functional planning and design, (3) to indicate trends in the design of elementary classrooms, and (4) to encourage more efficient utilization of available facilities."

The pre-design steps are worked out and suggestions are given for functional planning. Three things are listed that the architect must know before he can go to work: (1) the relation of the classroom to the rest of the plant, (2) the school philosophy, and (3) the program and activities the classroom is to house.

Illustrations and suggestions are acknowledged from sixteen states and the District of Columbia. Included are pictures of school buildings, pictures of children at work in classrooms carrying on a variety of developmental activities, diagrams of classroom arrangements, and lists of equipment and supplies to fit various programs and age groups of children.

Statements from teachers who express their appreciation of classrooms that have a homelike atmosphere and are properly placed and spaced, with ample lighting, adequate storage, and sound control, round out a story that will give the reader a new appreciation of classroom design.—J. K.

REPORTING ON THE GROWTH OF CHILDREN, Bulletin No. 62. *Washington, D. C.: Association for Childhood Education International, 1200 - 15th St., N.W., 1953. Pp. 47. 75c.* This bulletin describes an adequate progress report as one that not only evaluates academic achievement, but recognizes the growth and development of children in many ways and on different levels within the same group. Emphasis is ". . . on the quality of progress, not the amount, and on the kinds of learning activities children need and have."

The point is made that the educational philosophy of a school determines how reporting is done and what is reported. Two bases for mutual understanding are mentioned: (1) no two children are alike, and (2) the tools of learning and the goals in academic achievement are not ends in themselves but are means to an end.

Among the techniques for better reporting that are discussed are: written communications, conferences, anecdotal accounts, and the use of report forms. Whatever method is used, the objective is the same ". . . to help

(Continued on page 346)

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832 pages 5½ x 8½ Published March, 1954

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Bulletins and Pamphlets

(Continued from page 345)

both the teacher and the parent to arrive at a better understanding of the child, his needs, his problems, and how to help him continue to grow in right directions academically, socially, and emotionally."

Many practical suggestions are offered for attaining a reporting system adapted to specific situations, and descriptions of the development of reporting in several schools are given in the concluding chapter.—*Reviewed by* CATHERINE STRIBLING.

SCIENCE EXPERIENCES IN EARLY CHILDHOOD EDUCATION. *By Vivienne Hochman and Mildred Greenwald. New York: Bank Street Publications, 69 Bank St. 1953. Pp. 24. 50¢.* Stressing experiences rather than experiments for science in early childhood, this bulletin is aimed at utilizing the child's powers for exploring, examining, experiencing, and experimenting, and at developing the curiosity of early childhood. Sensory experiences involving texture, color, taste, and sound are utilized in providing a means of acquainting the child with the world around him.

The utilization of powers of observation gives the teacher of young children an almost limitless laboratory in which to work with pupils. The forces of nature, cold, rain, sprouting seed, and the wind are combined with cooking experiences and with the opportunity to take mechanical articles apart to give the child a wide range of experiences. Suggestions for materials are offered the teacher.—*Reviewed by* A. C. MURPHY.

BASIC BODY MEASUREMENTS OF SCHOOL AGE CHILDREN. *By W. Edgar Martin. Washington, D. C.: U. S. Department of Health, Education and Welfare. 1953. Pp. 73. Single copies obtainable from the School Housing Section, Office of Education.* Persons charged with the purchase of school furniture, manufacturers of such equipment, and specialists in school plant planning often have need for body measurements of school age boys and girls. This publication contains information on 53 different body measurements including heights of different parts of the body from the floor, in standing and sitting positions; lengths of different segments of the trunk; lengths of the

limbs and their component parts; depths, breadths, and diameters of parts of the body, as well as their arcs, girths, and circumferences. Twelve studies, including data on 152,191 boys and 144,307 girls, furnish the basic data; children from sixteen states are represented.

Late studies in human development, some of which are listed in the bibliography, have pointed out that means and ranges have changed for various body measurements within the past fifty years. Data reported in this study should, therefore, make school furniture sizes conform more nearly to body measurements of the present generation, thus making furniture and other spacings within the classroom more functional.

Future studies are planned to make heights of work surfaces of furniture and equipment conform more nearly to actual body measurements.—*Reviewed by* A. C. MURPHY.

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Over the Editor's Desk

Public Service Advertising Have you noticed some of the advertisements of the New New York Life Insurance Company? These two-page spreads on careers have appeared in *Collier's, Saturday Evening Post,* and *Ladies' Home Journal.*

Naturally, the one to attract my attention was "Should Your Child Be a Teacher?" by William F. Russell, president, Teachers College, Columbia University. The discussion touches on cost of training, financial prospects, opportunities for women, employment prospects, personality requirements, and the importance of the teacher in society.

The material is now reprinted in booklet form and is available without cost by sending a postcard to the Public Relations Dept., New York Life Insurance Co., 51 Madison Ave., New York 10.

To Make the Good Better Arlington County, Virginia, had a particularly virulent fight over two places on the school board. We were so impressed with the letter that was sent to workers after the election that we share it with you:

"Dear Friend,

"There is no way we can adequately thank you for your help and support in the recent school board election. If you had spent all this time and care and energy solely to elect Draheim and Keating to public office, thanking you would be easy. Every successful candidate is warmed, heartened, and gratified by loyal and vigorous support. But we know that you worked so hard and so well because of your great interest in the 20,000 public school children of Arlington. But how can we thank you adequately in behalf of 20,000 children? There is no way. Our personal gratitude is real, and it is yours. The gratitude of the children will have to be expressed indirectly in their accomplishments and their individual successes over the years. This will be an intangible reward for all you have done, but it will also be real.

"There is one more immediate thing you can do. You have helped save our schools from a strange and destructive menace to the whole public school program. It is up to all of us, now that our basic school program is safe, to keep on improving our methods and techniques so that the threat to the children will never be so strange and menacing again. Would you take the time to sit down and list the problems and complaints you ran into as you talked to voters? Many of these complaints and problems will be small. But small problems, untended, can loom large. Many will be imaginary. But imaginary complaints show a lack of broad public information that we must correct during our 4 years in office. Send your list to either one of us. Careful attention will be paid, and we will all work together to eliminate bitterness and misunderstanding from the public school scene.

"'Thank you for all you have done. The measure of your contribution was shown at the polls."

E. R. Draheim
L. Clark Keating

And So Do We Somebody's pen slipped in sending us an order for our bulletin *Helping Children Grow.* The order asked for "Hoping Children Live and Grow."

Next Month The April issue of CHILDHOOD EDUCATION promises to be different and valuable—"What Does Crowding Do?" The ACEI stand on space and group size is the lead off and is explained by Mamie Heinz.

The opening gun is fired by Agnes Snyder who compares "Our Crowded Schools—Today and Yesterday."

"Room to Live and Learn" is a discussion of class size and room space as factors in the learning-teaching process by John I. Goodlad. He discusses what research has been done, what questions we should be asking for further research, and how we can go about collecting the evidence.

"Getting Our Money's Worth"—are we? questions Roald F. Campbell in connection with building costs and the instructional program.

Anecdotal accounts from all parts of the United States and from Canada tell what happens to children, teachers, and parents when schools are crowded.

The second section, on Social Education, is by Pauline Hilliard.

News and reviews will contain News Notes, Books for Adults, Books for Children, Films Seen and Liked, and Over the Editor's Desk.

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